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ABSTRACT

Program development in the Massachusetts community college is heavily influenced by the processes established to control and monitor program approval. Such procedures, usually supported by forms and time-tables of various sorts, can work to the detriment of responsible local program development, especially systematic need assessment and meaningful governance involvement. The intent of this investigation was to create a model for need assessment for program development, and to specify a role in that model for the local governance structure. The product of the investigation is a marketing-based need assessment model with a specific, active role for the curriculum committee of an academic council. In addition, the product includes material detailing how information obtained by implementing the model is used as a substantial basis for program approval. The eight interacting stages of the model include: (1) defining the college mission and service area; (2) searching for ideas; (3) evaluating the ideas; (4) developing the concept; (5) testing the concept; (6) allocating resources; (7) estimating program demand; and (8) evaluating the program. Appendices contain forms and a charter for an occupational advisory council, a bibliography, and recommendations for action and further research. (Author/MB)

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NEED ASSESSMENT FOR CURRICULUM DEVELOPMENT IN THE MASSACHUSETTS COMMUNITY COLLEGE

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by

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A Practicum Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

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ABSTRACT

The intent of this investigation was to create a model for need assessment toward program development, to specify a role for the local governance structure in need assessment, and to show their connection to certain needs-related components of program approval forms required of the college by the Massachusetts Board of Regional Community Colleges and the Massachusetts Board of Higher Education.

Program development in the Massachusetts community college is heavily influenced by the processes established to control and monitor program approval. Such procedures, usually supported by forms and timetables of various sorts, can work to the detriment of responsible local program development, especially systematic need assessment and meaningful governance involvement. In a community college system, disparate interpretations of the processes can put some colleges at a disadvantage. At the local level, there may be undue emphasis placed on addressing form items, rather than establishing locally-accepted and well-understood ways to develop programs.

The product of this investigation is a marketing-based need assessment model with a specific, active role for the curriculum committee of an academic council. In addition, the product includes material detailing how information obtained by implementing the model is used as a substantial basis for MBRCC/MBHE program approval. There are references to supplementary readings on issues beyond the scope of the paper.

The appendix contains forms and a charter for an occupational advisory council. A bibliography and recommendations for action and further research are included.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
INTRODUCTION	1
Context of the Problem	1
Intent of the Investigation	3
BACKGROUND AND SIGNIFICANCE	4
The Product and Expectations	4
The Literature	5
Curriculum development	5
College governance	11
PROCEDURES	13
RESULTS--THE PRODUCT	15
A Need Assessment Model with a Specific Role for Local Governance	15
Defining the college mission and service area	17
Searching for ideas	18
Evaluating the ideas	21
Developing the concept	21
Testing the concept	22
Allocating resources	24
Estimating program demand	25
Evaluating the program	26
Linkage to Certain Components of the MBRCC/MBHE Program Approval Forms	29

Page

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS 39

BIBLIOGRAPHY 45

APPENDIXES 50

A. Intent to Plan--Stage I 51

B. Program Approval--Stage II 53

C. Option Approval--Stage II-A 57

D. Operational Approval--Stage III 59

E. Curriculum Committee Program Proposal Form 60

F. Occupational Advisory Council Charter 66

LIST OF TABLES

Table | Page

1. Sources of Labor Market Data as Reported by 76 Institutions of Higher Education 8

2. Manpower Information as it Relates to Planning Tasks 10

INTRODUCTION

Curriculum development, especially new program development in occupational areas, is an ongoing process at Northern Essex Community College (Haverhill) and at other community colleges in Massachusetts. Procedures used to implement this process differ throughout the system of fifteen community colleges, and there is little sharing of information as to methods. In addition, there is disparity in the understanding of the role of a local governance structure, as contrasted to the role of the administrative structure, in the process of need assessment for curriculum development.

Context of the Problem

However the process begins, whether because of the interest of a faculty member within an occupational division, a member of the administration, or because of requests from representatives of business, industry or occupational fields, there is a stipulation that each new program be approved by the Massachusetts Board of Regional Community Colleges (MBRCC) and by the Massachusetts Board of Higher Education (MBHE). There is no externally-imposed requirement that local approval be sought through a governance body, such as the curriculum committee of an academic council or senate. As a condition of program approval, the MBRCC and the MBHE require statements: (1) showing the demand for graduates as determined by a job market survey, (2) giving evidence of student interest, (3) analyzing potential enrollment, (4) reporting on similar programs offered by other postsecondary institutions and (5) clearly indicating additional costs to the college.

The MBRCC and the MBHE require this information to help insure that programs in the community college system grow in accordance with community needs, train for existing or potential job markets, serve populations interested in the kind of training proposed, and are realistically financed. The MBRCC and MBHE are concerned that new programs do not duplicate programs already offered within the system. Concern with program duplication is aimed at preventing needless competition for students or the costly training of students for saturated job markets.

The information request by these boards is based on the assumption that to respond to the items on the forms, thorough research is carried out as to program need. Unfortunately, this is not always the case.

At Northern Essex Community College the responsibility for program development is often shared by members of the administration and individuals within instructional divisions. Interest in offering new programs is often greater than interest in systematically assessing the need for these programs, because the process is perceived as unclear and time-consuming.

One of the problems of this process is an ambiguity as to the meaning of certain items of the MBRCC/MBHE proposal forms (Appendixes A to D). Another problem is a lack of clarity as to just how complete each piece of research should be, how much information is required in response to each question, and at what level of generality. Dealing with the questions asked by these boards is often seen as a necessary but troublesome part of a bureaucratic application process, rather than as a means of realistically assessing program feasibility. Further, little is known about effective need assessment techniques. In exercising its governance responsibility, a curriculum committee may affect the choice of

approaches as the membership changes each year, adding another uncertain dimension. As a result, responses related to job market analysis, potential enrollment and program costs are often generalized, and have little relationship with the actual assessment of need for a specific program.

Intent of the Investigation

The intent of the investigation was to create a model for need assessment toward program development, to specify a role for the local governance structure in need assessment, and to show how these help meet the information demands of certain parts of the MBRCC/MBHE program approval forms.

The investigator attempted to provide better ways for the college to carry out the process of determining the need for new occupational programs. Clarified processes applied in a consistent manner should encourage those involved in program development to act more responsibly as they contribute to both short- and long-range planning for the institution. Including an active role for governance should solidify the need assessment process, and facilitate program acceptance and approval.

This model will be disseminated to those involved in new program development on this campus, throughout the community college system, at the Division of Occupational Education (of the Massachusetts Department of Education), at the MBRCC and at the MBHE, to facilitate its acceptance as it is implemented.

BACKGROUND AND SIGNIFICANCE

While there would appear to be no great need for a procedure to develop new programs in the current period of stabilization and contraction in postsecondary education, improved procedures are of critical importance for two reasons. First, nationwide enrollment projections show traditional-age student (18 to 22--able to participate full-time in conventional, day-time academic programs) enrollment stabilizing in the early 1980s and then declining at least until 1995 (Carnegie Council for the Advancement of Teaching, 1975). To offset the impact of these trends postsecondary institutions, particularly community colleges, will need to develop programs which attract entirely new clientele as well as new segments of the traditional student populations they have served in the past. Second, developing new programs will involve considerable risk. Program development procedures of recent years--launching new programs without reference to market demand, projection of past enrollment growth, and the community needs survey--will not be adequate. In policy statements intended to have substantial impact on the community colleges, the Massachusetts Board of Higher Education (1971), and the Massachusetts Board of Regional Community Colleges with the Massachusetts Board of Education (1977), demonstrated an understanding of this issue and set program approval requirements.

The Product and Expectations

The product resulting from this investigation is a model for need assessment toward new program development that conforms to the requirements presently set by the MBRCC and the MBHE for program approval.

Use of this model by those involved in new program development could result in:

a) more consistent criteria for new program development on this campus and on other campuses within the system,

b) utilization of valuable resources presently ignored or not fully utilized,

c) better information relating to new program development and evaluation for those responsible for approval and implementation of new programs within the community college system,

d) recommendations as to ways the MBRCC and MBHE could improve the application-for-approval process,

e) recommendations as to ways of further improving the total process of new program development on this campus and within the community college system, and

f) better planning--both short-range and long-range--on this campus and on other campuses within the system.

The Literature

The literature review concerning needs assessment was related to curriculum development and college governance.

Curriculum development. There are frequent references to studies of the needs of a particular district in the needs assessment literature. Bessire (1965) studied the results for Shasta, California; Boardman and Mendenhall (1975) for the Mid-Plains Nebraska Technical Community College area; Dodge (1967) for Goshen County, Wyoming; Erskine (1966) for Macomb County, Michigan; Gray et al. (1975) for Nashville-Davidson County, Tennessee; Johnson (1969) for Lowell, Massachusetts; Kleis (1967) for Muskegon, Michigan; Kuhns and Deyo (1963) for Montgomery County, Maryland; Pickett (1966) for eastern Iowa; Rogers (1966) for Quincy, Massachusetts and Parkersburg, West Virginia; and Shively (1967) for Beverly, Massachusetts.

Fibel (1972: 46) has indicated that the establishment of a curriculum at a college is supposedly the result of the determination of a local need, usually by survey of potential employers. Not many examples such surveys exist in the literature, but undoubtedly many have been conducted. Most surveys solicity only quantitative data on job vacancies, present and anticipated. There are few attempts to accurately and specifically outline what a person in a given occupation actually does on a job. Fibel calls for the publication and analysis of need assessment instruments.

The most frequently encountered literature concerning need assessment relates to a specific curriculum. In order to determine the need for training of photo-optics instrumentation technicians, Cooper (1964) conducted personal interviews in 100 California firms and agencies manufacturing or using such equipment. Whaley (1965) administered questionnaires to selected representatives of the forestry, rural recreation and wildlife management fields to show a need for technicians in these areas. Almarode (1967) reported concerning the hospitality industry, and emphasized the necessity to survey local industry needs, opportunities for on-the-job training, possibility of part-time work for students, and availability of instructors or advisory personnel from industry, trade associations and unions. Haynes (1968) included guidelines for surveying the community in a report on supermarket management programs. The health service occupational needs of particular regions have been reported: for Connecticut by Lownds and Pinsky (1967); for Virginia by McGlothlin (1965); for Massachusetts by the Training Center for Comprehensive Care (1967); and for Saint Louis by the Saint Louis Junior College District (1968).

The American Association for Higher Education (1978) notes that labor-market planning poses special dilemmas for the liberal arts college (as it does for liberal arts or humanities divisions in community colleges) and cites two noteworthy examples, Alma College (Michigan) and Willamette University (Oregon). Allred and Myers (1973) prepared a manual of step-by-step procedures to develop a simple information system to collect and process the best possible factual data on the manpower needs of a community. Three types of information are involved--skills needed by the local economy, skills produced by an institution, and student career aspirations. Brazziel (1978) has reported on "excellent" and "varied" use of labor-market data by seven colleges and universities, including a community college, a technical institute, and liberal arts institutions. His study included an analysis of types of labor-market data used in planning, as shown in table 1 (Brazziel, 1978: 14). He claims that in the 1970's, pressed by the tightening labor market for graduates, colleges and universities moved in a number of ways to utilize labor market data in making decisions about future programs. With a grant from the National Institute of Education, Dr. Brazziel, Professor of Higher Education at the University of Connecticut, explored this phenomenon closely between the winter of 1976 and the spring of 1978. A nominating panel identified 76 colleges and universities that were using labor-market data in advanced planning efforts. On the basis of information provided by these institutions about their planning processes, seven were selected as being representative of the exemplary use of labor market data in planning, and were more intensely studied through site visits.

Table 1

Sources of Labor Market Data as Reported by 76 Institutions of Higher Education

Source	Frequency
Local or Institutional Surveys and Studies	72
Occupational Outlook Handbook (Federal document)	68
State Surveys: Labor Departments and Other	60
Chamber of Commerce Surveys	4
City and County Planning Studies	4
Corporation Planning Documents	2
Occupational Manpower and Training Needs	2
State Board/Commission Studies	2
Upjohn Board/Commission Studies	2
Regional Higher Education Compact Studies	1
State Development District Studies	1
National Alliance of Businessmen	1
Tomorrow's Manpower Needs	1
City and County Tax and Finance Offices	1
Board of Trade Studies	1

NOTE: The number of institutions reporting was 76. Site visits revealed an increasing use of state-sponsored computer-information centers as sources of labor market data for planning these have been included under the heading of "State Surveys: Labor Departments and Other." Local and institutional studies include studies by the community college advisory boards, needs studies by various departments and needs studies required by state boards and commissions such as those in Minnesota, Montana and Michigan.

Dobrovolny (1973: 71, 72), addressing technical program need assessment, claimed that one of the most difficult aspects of preparing trained manpower for a free economy is the lack of meaningful manpower demand data. He admitted most forecasts today are based on opinions of individuals who are informed about the present and who are willing to make estimates about the future. His particular concern is determining need in emerging occupational areas based on technological advances, new discoveries, and increasing interdisciplinary activity. Finch (1973: 8) emphasized that the underlying problem common to the causes of mismatch between manpower supply and demand has been the unavailability of timely, pragmatic, and reliable manpower information. Because vocational education is generally funded and coordinated or regulated by state agencies, Finch believes manpower planning must be focused at the state level. He suggests that a minimum manpower and educational forecasting model include: (1) enrollment projections--by institution, type of institution (two-year public, four-year private, and so forth), academic level and type of program; (2) operational budget projections--by institution and type; (3) operational income projections--by source of revenue for each institution and type of institution; (4) annual output of graduates and certificate holders projections--by region and level of preparation; and (5) annual number of job openings projections--by region and required level of preparation.

Sum et al. (1977) and McDonough and Murphy (1977) discuss an often-ignored dimension of needs assessment--labor market supply. Both studies point out information inadequacies concerning education and training output in Massachusetts.

Robertson (1973: 2) identifies types of manpower information and relates each to certain planning tasks, as shown in table 2 (adaptation of Robertson's Table 1).

Table 2

Manpower Information as it Relates to Planning Tasks

Type of Manpower Information	Planning Task
Forecasting Employer surveys Trend extrapolation Econometric techniques Job vacancy-occupational outlook Target population characteristics	Selecting broad program areas
Occupational analysis Task inventory Job functions analysis	Selecting curriculum content
Occupational information Work values General information about the world of work	Developing career guidance
Entry openings Hiring standards Entry barriers	Job placement
Follow-up studies	Evaluation feedback

Lucas (1974) suggests that "market analysis" for new program development in the community college occurs in four phases: (1) an overall manpower needs survey involving a canvas of all the employers and community organizations in the district--difficulties include the magnitude of the task, and forecasting changes due to new and emerging fields; (2) determination of the demand by students for specific programs--possible methods include survey of high school seniors with regard to career preference, surveys of employees in a specific field

with regard to training needs, and surveys of the adult community in general; (3) determination of the market demand for graduates in a specific field--involves sampling employers and then conducting follow-up studies; and (4) validation of market analysis surveys--actual student enrollment and follow-up studies of graduates.

The idea of applying marketing principles to nonprofit organizations, and to higher education in particular, is not new, but much of the literature has dealt with marketing problems of existing programs. The approach has not been systematically reported upon by the community college sector. Lee and Gilmour (1977) propose a procedure for the development of new programs which utilizes principles of marketing. There are eight interacting stages: (1) definition of institutional mission and service area, (2) idea generation, (3) idea screening, (4) concept development, (5) concept testing, (6) costing, (7) estimation of program demand, and (8) program evaluation. A pilot test of the procedure is described.

College governance. Richardson, Blocker and Bender (1972: 183-212) suggest the need for a process called governance that parallels the structure of administration in a community college. The governance process has a structure just as distinct as that defined for administration, with components including an all-college senate, joint standing committees, and an organization representing each of the various constituencies of the college--administration, faculty and students. One joint standing committee (curriculum) would have as a typical function "to review new curricula, programs, . . . , or changes, and to report its recommendations to the college senate for action." There is general discussion of the all-college senate, and "curricula addition, revision

or deletion" is given as representative of one function which might be assumed.

Although Corson (1960: 103, 106) argues that one of the hazards of higher education is the resistance of faculty to change in subject matter or method, he calls for greater collaboration among trustees and presidents, deans and faculty, in "continually evaluating and reshaping the educational program." Newburn (1964: 263) suggests a purposeful, conscious and deliberately cooperative approach designed to utilize fully and effectively the respective capabilities and viewpoints of all persons participating in the educational effort.

The American Association of University Professors (AAUP), through the work of its committee T on Faculty Participation in College and University Government, has established desirable norms for governance structures in the 1966 Statement on Government of Colleges and Universities. As the result of a 1970 survey, committee T reported (Pardee et al., 1971: 69) that faculty members participated in decisions relative to curriculum in the form of determination or joint action at the rate of 79.8% of respondents--41.1% determine the decision and 38.7% participate in joint action with the administration. Relative to establishment of new or special education programs, the rate of participation was 65.6%--14.2% determining the decision and 51.4% participating in joint action. Other categories for forms of faculty participation were "consultation," "discussion," and "none." Joint action in establishing new educational programs showed the highest rate of faculty participation among 30 other decision areas common to institutions of higher education.

PROCEDURES

This practicum involved a survey of the literature and interviews with individuals within this college, the community college system, the MBRCC, the Division of Occupational Education of the Massachusetts Department of Education, the MBHE, and the University of Massachusetts.

A systematic survey of the literature was made concerning need assessment as related to curriculum development and college governance. For the curriculum development component, particular attention was devoted to Resources In Education of the Educational Resources Information Center (ERIC) and an off-line citation list was requested, with a search performed on ERIC. There were 75 citations based on 12 descriptors, generalized "Community Colleges/Vocational Needs." Literature was selected for review from among these citations. For the college governance component, the general literature was reviewed.

Individuals interviewed were those responsible for new program development, new program evaluation, new program approval, or planning as it relates to program development. During these interviews, an attempt was made to understand the various perceptions of the following:

1. Job market survey
2. Student interest and potential enrollment
3. Similar postsecondary program offerings, and ways to determine if these existing programs would affect the implementation of a new program
4. Additional cost of the program to the institution, including: personnel, equipment, instructional and office space, college services (such as library and learning resource services, student services (including support services), and administrative services).

In these interviews the focus was on:

1. What are the ways in which the required information is currently obtained?
2. What improvements in method or approach are suggested?
3. Are there more general concerns with the entire process?

Once the interviews were completed, the information was used to structure the model for need assessment toward program development.

This model will be distributed to those involved in new program development, evaluation and implementation on this campus and elsewhere. The report of the investigation will be offered to the Educational Resources Information Center through the Clearinghouse for Junior Colleges for acceptance and listing in Resources in Education.

RESULTS--THE PRODUCT

The product of this investigation consists of a model for need assessment toward program development, specification of a role for local governance in need assessment, and their connection to certain components of the MBRCC/MBHE program approval forms.

A Need Assessment Model with a Specific Role for Local Governance

This need assessment model is based on the application of marketing principles to program development in a community college, and represents the adaptation of procedures suggested by Lee and Gilmour (1977) to the requirements of proposal approval by the MBRCC and the MBHE for the Massachusetts community college system, and to the requirements of a local, voluntary governance process. The model is presented prior to the section giving clarification of certain components of the MBRCC/MBHE program approval forms because often the information derived from implementing the model precludes reaching the proposal approval stage. When there is a decision to seek program approval, the procedures of the model will provide a substantial basis for response to the form need assessment items.

A specific role for local governance is included and emphasized in this section. The college has an active governance organization--the Academic Council--with a written charter (NECC, 1977). It is a participatory organization, advisory to the president, with representation by students, faculty and administration. A standing committee structure includes an executive committee, a student academic affairs committee,

a curriculum committee, and a budget committee. The curriculum committee is described in the Charter as follows (VECC, 1977: 5, 6):

> The Curriculum Committee shall consist of the Dean of the College or the Assistant to the Dean of the College, the Dean of Continuing Education and Community Services, the college representative to the State Transfer Articulation Committee, two Division Chairpersons, one faculty representative from each division, and three students elected by the student body.
>
> The Curriculum Committee shall receive and make recommendations via the Executive Committee to the President of the College regarding all proposals for changes, additions, and deletions to the curricula and credit courses offered by all Divisions of the College.
>
> The Curriculum Committee shall have as a subcommittee the Credit for Life Experience Board of Review. This board shall consist of three faculty representatives and one student representative. The purpose of this board shall be to monitor the Credit for Life Experience Program of the College and to review and then to make recommendations directly to the Dean of the College regarding each completed application for credit for life experience.

The specific local governance role recommended in this section relies heavily on the curriculum committee, and consists of a rather more proactive involvement in curriculum development than the relatively passive role described. At present, the curriculum committee receives completed program proposals on forms (see Appendix E) similar to the MBRCC/MBHE forms. The investigator proposes earlier, more active involvement through the need assessment model.

Kotler (1975: 5) defines marketing as ". . . the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the target market's needs and desires, and on using effective pricing, communication, and

distribution to inform, motivate and service the markets." The need assessment model based on marketing principles occurs in eight interacting stages: (1) defining the college mission and service area, (2) searching for ideas, (3) evaluating the ideas, (4) developing the concept, (5) testing the concept, (6) allocating resources, (7) estimating program demand, and (8) evaluating the program.

Defining the college mission and service area. In the community college system (Massachusetts), the college mission is generically determined by the goals and objectives statement of the MBRCC (1973) (slated for review and revision (Pagano, 1978: 5)) and by the joint policy concerning occupational education of the MBRCC and the Department of Education (1977). Northern Essex Community College has developed a master plan, keyed to these policy statements, which includes mission statements and goal statements on a one-year basis and on a five-year basis. The master plan is to be updated annually. The curriculum committee of the Academic Council, acting as a component of the college's governance structure, has a role to play at this stage of the need assessment process. The Academic Council's Executive Committee receives master plan drafts for governance input, and requests reaction from standing committees. The curriculum committee should pay special attention to the mission statements and their relationship to MBRCC goals and the joint policy statement as an initial step toward responsibility in need assessment.

The college service area is defined by the MBRCC, and consists of primary and secondary service areas determined by historical data concerning the geographical distribution of students. A primary service area is one for which the college has mandatory recruiting responsibility;

in a secondary service area another community college may have the mandatory recruiting responsibility, but the college assigned secondary responsibility is allowed to recruit there as well. This recruitment service area concept provides guidance concerning student recruitment, but does not necessarily determine the college's job placement area. Barring legal or political constraints, a college may meet the needs of service area students by training for jobs outside the recruitment service area, particularly in regions where worker out-migration is common. A placement service area should be established to help focus planning of placement and career services, and to provide a basis for training need assessment. The curriculum committee of the Academic Council should consider making recommendations about the placement service area as it relates to training need assessment.

Generic or local mission statements, generic or local policies that affect institution goals, and information about the college's service area should be carefully examined, periodically reviewed, and seriously considered by all those participating in the next stages of the need assessment process.

Searching for ideas. Based on mission and service area parameters, ideas for new programs must be generated. Ideas for new programs are best solicited from those aware of the college's mission, goals, and capabilities, and who are also in touch with the educational needs of the recruitment and placement service areas. Idea generation should issue from two areas: (1) community leaders who represent constituencies of potential clientele, and (2) faculty, students, and staff.

(1) Community leaders. Periodic interviews or structured meetings with community leaders should be held on a regular basis to cultivate appropriate understandings of mission and capabilities. In time, program ideas will flow from a combination of these understandings and the leaders' knowledge of clientele educational needs. A benefit of this process is that the college staff is increasingly recognized as willing to consider and act upon diverse education and training needs. Representatives of business, industry, trade unions, professional societies, social agencies, government, civic groups, hospitals and schools should be involved.

Although on-going communication with individuals is valuable, regular meetings with specially designated groups is more effective. For example, a college-wide advisory council or program-area advisory councils can become very productive idea generators. Appendix F consists of a sample charter for an occupational advisory council of this nature.

College staff can establish contact with community leaders in a natural setting by attending, or being named designated college representatives, to area manpower planning board, community action program board, or regional health planning council meetings. The Comprehensive Employment and Training Act (CETA) area manpower planning board or prime sponsor planning board has legislative responsibility to coordinate manpower, supportive and training services for its region, and is sufficiently important to community college need assessment to warrant the direct involvement of the president, the chief planning officer, or the chief academic officer. Faculty and staff, especially those who are members of the Academic Council curriculum committee, who have voluntarily held memberships on such boards should be made aware of the college's interest

in such activity, and they should be asked for program ideas they develop as a result of their membership.

(2) Faculty, students, and staff. Faculty, students and staff are a good source of programming ideas, but are often overlooked. Usually those who suggest ideas are discouraged by the negative reactions of administrators operating in an environment where ideas mean only extra work. Structured ways of handling ideas can turn this around to the benefit of the institution. When students, faculty, staff and administrators get recognition, and see action and improvement coming from their ideas, the process is easily perpetuated and readily improved.

Structure, action and recognition can be simple. It must be made known that ideas are solicited (the bias here is for programming ideas to contribute to the need assessment process, but obviously all kinds of ideas must be welcomed). A suggestion box can work very effectively, particularly when the suggestions are considered regularly, and action follows as many suggestions as possible. Action is important even when suggestions cannot be implemented--a written response giving reasons, a meeting with the proposer to seek clarification, and similar feedback--is perceived as action, and provides both recognition and incentive for future idea generation.

Structure can be provided easily; suggestions can be reported upon weekly at a meeting of the president's staff, with responsibility assigned for feedback on each idea. Brainstorming sessions or problem-solving groups, with leaders who understand group process and are familiar with these techniques, can be beneficial in fostering the development of new ideas. Although beyond the scope of this paper, much literature exists in this area. Kotler (1972: 473-478) discusses such

procedures. Further, the curriculum committee can provide structure as a governance agency able to receive programming ideas from its constituencies (faculty, students, and administrators) because of its special interest in the need assessment process.

Evaluating the ideas. Once ideas are generated, they should be screened to eliminate the unpromising from further consideration, because further market testing usually requires a considerable investment of time and resources by the college. Screening begins by having those who would be involved in the development of a program idea prepare short opinions concerning such questions as: Can this program succeed? Does it contribute substantially to the institution's mission? Is there an adequate clientele for the program? Are there the resources necessary to support the program? These opinions should be transmitted to the president for the deliberation of his staff. The president should seek recommendations (perhaps in priority order for a multitude of program ideas) from academic affairs, fiscal affairs, student personnel services, and the curriculum committee of the Academic Council, through its executive committee. The final prioritization by the president and his staff council are the program ideas to be further developed in the next stage of the need assessment model. The curriculum committee should be kept informed of the disposition of the program ideas.

Developing the concept. In this stage, rough program ideas are developed into finished program concepts by staff, usually members of instructional divisions with the appropriate expertise. A program concept is a well-considered fusion of benefits and features which has meaning and appeal to a specific clientele in the college's service area. It should

include program objectives, a brief curriculum outline, a description of the clientele to be served (potential students and employers or senior institutions), and notations of any special requirements, instructional modes or the like. Program concept drafts should be sent to the curriculum committee for their information and informal reaction. Although this stage is largely staff work, keeping the curriculum committee informed (as well as the instructional line to the president) will facilitate its later involvement.

Testing the concept. The concept test is designed to measure the level of market interest in a program and to solicit market reactions to its attributes. It serves the purpose of revealing weakness in the program concept such as unintended meanings, omitted features, or instructional approaches not well suited to the clientele.

Testing of program concepts of this type is best done by conducting small focused-group interviews. Persons who are likely to have an interest in the program concept are selected, form a group, and react to a structured series of questions (Brown and Beik (1969: 290-303) give guidelines on the conduct of focused-group interview). For example, to test the program concept of an associate degree in banking for in-service personnel, a typical small group might include a banking expert, a mid-management employee, a teller, the chairperson of the education committee of the regional chapter of the American Institute of Banking (a national organization sponsoring in-house certificate training), and one or two bank personnel officers.

The focused-group interview is conducted by those responsible for developing the program concept, and the following questions are covered:

1. Is the program concept clear and easy to understand?
2. Is the program appealing and will the interviewees (or their counterparts) participate in or promote it?
3. What specific incentives are there to participate in or promote the program?
4. How long can the demand for graduates be expected to last?
5. What location and time, and what types of instruction would be desirable?
6. Is tuition a problem?
7. Does the program duplicate others in the service area?
8. Are there outside funding sources for support of the program?

Information obtained is used to refine the program concept, if the focused-group interview process has shown it to be feasible. Again, the curriculum committee (and others) are kept informed, preferably by a written summary of the group opinion.

At this stage in the marketing-based need assessment process one of the MBRCC/MBHE approval forms can be prepared for submission; that is, the form Intent to Plan--Stage I (Appendix A). Its purpose is given as follows by Pagano (1978: 1):

> Stage I--requires minimal research and merely provides the Headquarters staff and Board members an opportunity to eliminate the program if it is not needed or it is being taken care of in some other fashion. The Board of Higher Education may also eliminate, at this stage, if the program is not needed or is being offered in a private or other public institution. Approximately 35 percent of the programs are turned down at this stage.

It is recommended that those responsible for filing Stage I take the opportunity to describe the marketing-based need assessment process, use the information derived from it, and channel the Stage I document through the curriculum committee, with a request for their support. Since the MBRCC/MBHE process takes some time, the next stage of the need assessment model should be completed.

Allocating resources. After the program concept has been tested and refined, income and expense projections should be made if the program will require a considerable capital investment or a long-term resource commitment for faculty or staff. Income can be from a variety of sources including tuition, general state appropriations, or grants from the public or private sector. In cases where the program will have to be supported without additional income, such as when the college will have a general appropriation not exceeding a previous appropriation, internal resource reallocation will have to be considered and committed. This may mean reorganization, transfer of faculty, reduction of course sections, or the elimination of a program. Income or resource reallocation support planning must be done realistically and based on reasonable expense projections.

Expense projections should consider both continuing and non-recurrent costs. Continuing costs include the additional increments of teaching and support personnel, fringe benefits, wages, departmental allotments, and library resources necessary. Nonrecurrent expenses include one-time items required to start a program such as special equipment or renovation of a facility. Appendix B, page 4 (MBRCC/MBHE Stage II Program Approval form) gives a useful format for expense estimates.

Although costing is staff work within the administrative authority of the academic affairs line, fiscal affairs can provide valuable information or reaction to draft cost projections. To reinforce governance involvement, the budget committee of the Academic Council should be informed of income and expense projections, with a request that reactions be shared with the curriculum committee. This further prepares the curriculum committee for its later formal program approval responsibility.

Estimating program demand. Although the concept testing stage includes a limited examination of the demand for a program, more extensive tests of its market potential are usually required and desirable. There are three types of demand tests which can be applied sequentially or individually at this stage.

The first type of test involves consultation with well-informed persons such as industry leaders or experts in the field to get their estimates of program demand. Such tests can be made quickly and cheaply, but generally lack the objectivity of data conducted empirically.

Market survey technology provides a second test of program demand, involving the collection of primary or secondary market data to determine the size of the market for a program. Primary data are those originated by an investigator as a direct result of specific market research for a given program. For example, if a comprehensive, exhaustive survey were made of all potential employers of graduates of an occupational program, primary data would result. Secondary data are all other data existing and more or less directly related to the program under consideration, such as would be provided by manpower projections of the Department of Labor, or job openings information resulting from analysis of the Employment Security Automated Reporting System (ESARS) of the State Division of Employment Security.

Primary data surveys are extremely expensive to conduct, difficult to construct reliably and validly, and should be avoided unless the value of the data to the program decision is carefully estimated to exceed the cost of its collection. Boyd and Westfall (1964) and Brown and Beik (1969) provide information on the collection, analysis and interpretation of primary data. Whenever possible, secondary data should be

collected because of low cost and relative availability. It is frequently worthwhile to put extra effort into getting the "right" secondary data, rather than engaging in research to get primary data, even on a sampling basis. Boyd and Westfall (1964: chapter 7) provides basic guidelines on the collection, analysis and interpretation of secondary data.

A third technique for the estimation of program demand is the market test, involving a limited test of program performance under actual market conditions. It offers a form of risk control before full program implementation. For example, a college might offer two or three sequential courses in quality control to determine the demand for a certificate or associate degree program in quality control technology. The program is offered in increments, starting at the course level and proceeding up the programming ladder to the highest level supported by the market. The incremental program development technique is "real-time" need assessment, responsive to small market segments, and has positive implications for the cooperation of day and continuing education staffs. Although there are barriers, such as those that might be caused by the requirements of professional accrediting associations or lengthy, formal approval procedures, this technique should be used more often by community colleges.

Evaluating the program. The final stage of the market-based need assessment model allows the college to decide whether a program should be implemented. The following program implementation criteria, adapted from Lee and Gilmour (1977: 312) (and acknowledged by the authors to be a modified version of a procedure developed by Mottley and Newton (1959)) can be used to measure the viability of a program proposal. A useful

feature of the procedure is that the derived measures can be used to compare the viability of two or more program proposals when the institution must make such judgments, or priorities must be established. Criteria are identified, questions are posed, and multiple choice answers are provided, each with a numberical rating:

Mission compatibility	Rating
How does the proposed program fit the mission and service area of the college?	
Does not fit	0
Is appropriate to mission and service area	1
Is essential to mission and service area	2
Demand	
What is the demand for enrollment and graduates?	
No demand	0
Enrollment demand	1
Enrollment and graduate demand	2
How long can the demand be expected to last?	
1 to 3 years	1
3 to 6 years	2
More than 6 years	3
Unncesssary duplication	
Will the program unnecessarily duplicate programs at other institutions?	
Will unnecessarily duplicate	0
Will not unnecessarily duplicate	1
Resources/Cost	
Can resources be provided with manageable costs?	
Resources cannot be provided and costs are excessive	0
Resources can be made available with reasonable cost	1
Resources can be reallocated with reasonable cost	2
Resources can be reallocated with little cost	3
Outside funding	
Is outside funding available?	
Unlikely	1
Likely	2
Almost certainly	3

After the program has been evaluated on each criterion, the ratings can be combined into an overall program score. One way of computing a score, which kills a program receiving a zero rating on any of the criteria, is to multiply the ratings together. Programs can be compared to each other on the basis of the overall program scores. In addition, several persons could rate a number of programs, and average overall program scores could be computed for each program to establish their relative viability. The latter procedure eliminates the zero rating knockout factor (except for a significant effect in reducing the average overall program score for a program with a zero rating), but increases the number of rating judgments applied to each program.

When it is determined that the college will seek formal approval of a program found feasible by application of the marketing-based need assessment process (and MBRCC/MBHE Stage I approval has been granted) the college staff must prepare and submit the curriculum committee program proposal form (Appendix E) and the MBRCC/MBHE (Stage II) program approval form (Appendix B). Although these forms may be submitted simultaneously, it is recommended that they be submitted sequentially; first, to the curriculum committee for approval and support, and then to the MBRCC. This permits the curriculum committee to exercise its final responsibility as a participant in need assessment for program development, assures appropriate governance input, lends more weight to the Stage II application, adds credence to the governance process, and may provide additional or improved information for addressing the MBRCC/MBHE Stage II program approval form.

Linkage to Certain Components
of the MBRCC/MBHE Program Approval Forms

Although there are various forms for different purposes (Appendices A to D), this section will deal with the need assessment components of the MBRCC/MBHE Stage II program approval form (Appendix B). The clarifications and comments may be applied to the other forms as appropriate. The following items of the Stage II form relate to need assessment, and may be addressed with information generated by the marketing-based need assessment process: Part I, item B, Purpose of the Program; Part I, item C, Need for the Program; Part I, item D, Program Design, section 3, sources of curriculum information and section 5, procedures to test and revise design; Part I, item E, Potential Enrollment; Part I, item G, Similar Programs; Part II, item B, estimate of additional costs; and Part II, item C, non-state funds. The actual items follow (emphasis added):

(Part I)

B. Purpose of the Program

> Describe the program's objectives and expected concrete accomplishment in the first five years of its operation. Describe such program objectives insofar as possible in measurable terms. Include an exact explanation as to how this particular program moves the institution toward its long-run objectives.

Material to help address this item was developed during the idea evaluation and concept development stages of the need assessment process as the issues of contribution to the institution's mission and program objectives were reviewed. Using this information as a basis, one should attempt to show a clear relationship between the program objectives and one or more college master plan objectives, preferably at the five-year

level. If the college master plan goals and objectives are keyed, as they should be, to appropriate MBRCC goals and objectives, the flow from program objective, to college objective, to MBRCC system objective should be evident, demonstrating that the program purpose is consistent with college long-run objectives, and would ultimately contribute to the mission of the community college system. A brief description of the master planning process with governance input (especially the curriculum committee involvement) will put these objective/mission linkages in context. Appropriate excerpts from the master plan might be useful.

(Part I)

C. Need for the Program

Describe the job market survey conducted to determine the demand for graduates of this program. Include a copy of that survey.

What evidence of student interest in this program is available?

The concept testing stage (focused interview--"demand for graduates" question) provides a basis for describing the job market situation, and this aspect should be described as leading to the more structured investigation of the program demand estimate stage. The names and affiliations of the participants in the focused interview sessions should be listed, and summaries of their opinions should be given.

If the three types of demand tests of the program demand estimate stage (consultation with well-informed persons; the market survey--primary or secondary data; and the market test--incremental programming) were applied, each should be described sequentially, with summaries of those aspects which predict demand for graduates. Although the MBRCC/MBHE form implies a job market survey by the collection of primary data, if the college has determined that the cost would exceed its value this should be made clear, and the value of the other demand tests should be emphasized. An alternative would be the collection of primary data on a random sampling basis. If the survey is limited to the collection of data about a single occupation a small randomly-selected sample (10 to 30 employers) is adequate, because the simplicity of the investigation reduces the probability of significant sampling error. The small sample allows "staying close to the data" and can be handled with relative economy and convenience. With care, results can be safely projected to the universe of similar employers. Isaac and Michael (1971: 69,146-147)

provide useful information about sampling and sample size. If it has been applied, the market test probably yields information about the likelihood of demand for graduates, because the students participating in the incremental programming are most likely in-service, or have information about job prospects that cause them to invest time and effort in training. These students can be surveyed concerning their perception of job prospects in the given occupation, and they provide evidence of student interest.

Effort should be made to get the best secondary data available that relates to the occupation or occupational area, and to the placement service area. Professional associations of the practioners in the occupation, particularly local or regional chapters, usually monitor occupation growth trends and are often overlooked as sources of information. Chambers of Commerce and various local or regional planning agencies may be helpful, but the basic publicly authorized source of manpower data and projections is that division of the United States Department of Labor common to every state and territory called (in Massachusetts) the Division of Employment Security (DES). In each state, the DES (or equivalent) gathers and reports information, and makes projections, for major cities and standard metropolitan statistical areas (SMSA) through ESARS, the employment security automated reporting system. If the college's placement service area does not coincide with one or more of the reporting regions, it may be possible to request and receive appropriate tailored information. The DES has available a publication, Guide to the Use of ESARS, usually through its state-level research and information service. In Massachusetts, the following labor market information products (Commonwealth of Massachusetts, undated) include relevant secondary

data as indicated: Annual Manpower Planning Report (employment developments and outlook by occupation (and by industry)); Area Manpower Review (employment developments, area manpower problems, employment outlook); Massachusetts Economic Assumptions (employment projections by industry); Labor Area Summary (employment developments and outlook); Manpower Requirements by Occupation, by Industry, 1970-1980 (periodically updated) (highlights of industry employment trends and manpower requirements--state level only, projections of total employment by industry adjusted for class of worker, average annual number of job openings, by occupation); Quarterly Survey of Unfilled Job Openings (highlights of labor demand, unfilled job openings by major occupational category and selected occupational groups including related wage data); and Annual Statistical Summary of Unfilled Job Openings. Other sources of secondary data, such as the state manpower services council, the state division of occupational education, the state advisory council for occupational education, and CETA prime sponsors or subgrantees, are sometimes helpful and college planning or development officers should maintain contact with key personnel in these agencies. Often however, their data are based on DES data--if this is the case, it is best to get the data from its primary source, maintain local and regional DES contacts, and get on the mailing list for manpower planning materials such as those listed above. The aim should be to develop a local, routine approach to getting the secondary data related to any occupation, based on the data formats that exist or can be made available to the college.

"Evidence of student interest" should be interpreted as enrollment demand and must be based on the potential student's perception of program attributes. The most telling evidence is enrollment itself, and

this evidence is provided by enrollment in program components if the college has used the market test by incremental programming. Another possible source of enrollment demand information is the indication on the part of a potential student of a willingness to apply for admission to a given program. One way a college could get this indication (and build a list of interested clients for future use) is to include with application materials a list of program concepts under consideration by the college, and asking potential clients to indicate if they would apply for admission to any of the programs if they were offered. The need assessment model timetable is of sufficient duration that, if this inquiry were initiated at the time of program concept development, some evidence would be available for consideration in the program evaluation stage. This check list of program concepts could be made a postcard self-mailer and carried by admissions staff to high school visitations, "college nights" or other recruitment forays, and if one item is open-ended might even serve as a source of program ideas for earlier impact on the need assessment process.

(Part I)

D. Program Design

3. List the sources of curriculum information used (industry, advisory committees, other community colleges, other educational institutions and agencies, professional associations or publications, educational R & D).

5. What evaluation procedures are being established to test and revise program design?

Both items (3 and 5) of the program design section are easily addressed by using the output that results from implementation of the need assessment model. In particular, the process used and the individuals involved in the concept development and concept testing stages should be described in addressing item 3. Item 5 should be answered in two parts. The first part should describe the procedures used to test and revise program design during the concept development and concept testing stages. The second part, which is oriented to procedures to be used after program implementation, should describe the responsible instructional division's efforts to monitor program design for relevance in the marketplace--probably by an extension of activities used in the concept testing stage, by the establishment of an advisory committee of practioners and graduates, by feedback from cooperative education students in the program, by techniques that involve faculty members in the work place (such as summer experiences), and the like.

(Part I)

E. Potential Enrollment

Please indicate the number of students the institution expects to enroll in this program and the number it expects to graduate, for each of the first five years of the program's operation.

Response to this item, although based in part on information derived from implementation of the need assessment process, is a judgment which must balance consideration of enrollment demand, demand for graduates, attrition expectations, and economic factors. The establishment of minimum enrollment levels of 25 should probably be considered by the college, so that the throughput of graduates (say 15 with a two-year completion rate of 60%) is sufficient to permit significant placement experience in a period of time that allows timely reconsideration of the offering or program redesign. This potential enrollment projection must be done carefully because it will form a substantial basis for response to Part II. Section B, additional institutional costs.

(Part I)

G. Similar Programs

List the other postsecondary institutions within commuting distance offering similar programs. Also state the number of students in the most recent Spring graduating class from each of these programs.

This section considers one dimension of manpower supply--output from other postsecondary institutions in the college's services area--that was covered through the focused-group interview of the concept testing stage. One should be aware that other dimensions of manpower supply, outside the postsecondary training sector, might affect decision-making. For example, many employers have aggressive employee promotion policies with in-service training provision or strong traditions of nation-wide recruiting to fill entry-level positions. Although such dimensions apparently need not be included in the response, such practices (which should be discussed at some stage in the need assessment process-either concept testing or estimating program demand) should be considered in making manpower supply estimates, and plans for countering or taking advantage of the practices should be made.

(Part II)

B. Please prepare a complete estimate of the additional institutional costs which would be incurred for each of the first five years of the program's operation. The cost breakdown should include both maintenance and capital cost details. It may be difficult to estimate increases in operating costs due to inflation or changes in salary levels; nevertheless be as accurate as possible. Similarly, institutional overhead costs are difficult to allocate. However, we would appreciate receiving the best estimates available as to the probable program cost.

Give subtotals and grand totals

1. New Faculty - if no new faculty are to be hired, explain how the existing faculty will cover the new courses.
2. Additional Instructional Space and Equipment
3. Additional Administrative Services
4. New Clerical Help
5. Additional Office Space and Equipment
6. Other (Library, etc.)

Background for the "additional institutional costs" section was developed by staff in the resource allocation stage of the need assessment model. Obviously, the use of the word "additional" implies careful consideration of the real location of existing resources, as did the preparation of the Stage I proposal earlier. Note that it is left to the college to place the program into the institution's fiscal context, requiring a high level of expertise in the appropriate allocation of (scarce) resources. Dressel and Simon (1976) provide background and information concerning the effective allocation of resources in institutions of higher education.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The investigator's original apprehensions about inconsistencies and lack of knowledge concerning need assessment, the role of college governance, and the MBRCC/MBHE program approval procedures were confirmed repeatedly during the two year period of the project. It was an error to assume, as was assumed at the beginning, that the proposed work could be carried out while remaining within the parameters that seemed implicit to the program approval forms. Rather, it became clear that some synthesizing, overall approach was needed that would help the college and its staff do a better job of deciding on the feasibility of programs before getting to the program approval form stage. The initial breakthrough occurred when the investigator discussed the college with two new temporary employees, each with marketing backgrounds and industry experience. Their fresh, objective viewpoints caused the consideration of analogies between a college and a business, rereading of Drucker's (1974) Management: Tasks, Responsibilities, Practices, and a search of marketing literature. As a consequence of talking about these experiences, and having been asked to organize a professional staff workshop in the summer of 1978, the author included segments on marketing principles (conducted by a member of the Division of Business) and practical applications of marketing principles to a college (conducted by the two temporary employees mentioned earlier). The reaction to the ideas was positive, and the president and other staff encouraged their exploration. The project was increasingly perceived as more concerned with a marketing-based need assessment process as a way of developing programs with curriculum committee involvement, rather than as a way to deal with forms.

Interviews with various staff as the model took shape revealed certain basic factors, probably common to many community colleges. First, there is a lack of expertise concerning need assessment--its meaning, its relationship to program development, and (perhaps most important) the critical significance of making it an on-going, integral part of management responsibility together with program development. Second, marketing principles are not well enough known by those managers responsible for program development, nor by those responsible for tutional management. Service/budgeted institutions can be managed as well as for-profit institutions, at least as far as marketing is concerned, and a reluctance to consider relevant analogies must be overcome. We have the advantage of a remarkably well-developed set of marketing principles, and we must use our ingenuity to apply them to our practices in education. Third, our governance structures are underutilized. Faculty, administration, students and staff with their combined expertise, working in a consultative manner toward joint action, can perform much useful work that is otherwise performed in relative isolation with far less effective results. All constituencies benefit if this involvement is real and meaningful to the college community. Fourth, the forms utilized to institutionalize procedures and policies, such as the MBRCC/MBHE program approval forms, become enormously influential on practices over time, and this impact must be periodically examined. Forms should facilitate state-of-the-art procedures based on well-conceived policies or operational principles. If they do not facilitate, they become barriers to the use of effective procedures, and may cause violation of policy or the establishment of poor operational principles.

With regard to the first three comments, it is recommended that priority be given to staff development aimed at increasing staff expertise with regard to need assessment, marketing principles, and effective use of certain governance structures, in particular, curriculum and budget committees. The investigator believes staff development in these areas is sufficiently important, and the skills involved sufficiently lacking systemwide, to recommend that the MBRCC assume the leadership in delivering the required training so as to benefit each community college. With regard to the fourth comment, revised approval forms to support and influence new program development approaches should follow, and perhaps result from, MBRCC staff development efforts.

The concept of incremental programming should be exploited because of its advantages to clients and employers--primarily quick and realistic response to training needs--and because of its advantages to the college--minimal commitment of the institution's resources and personnel, low exposure to long-run risk, superior acquisition of demand data, repeated opportunity to test and revise program concepts under live conditions, and reinforcement of the need for program relevance. In addition, incremented programming appears to have promise as a device to promote useful interaction of the "day division" and the Division of Continuing Education and Community Services (DCE & CS), and to move the Massachusetts community colleges closer to their avowed ideal--the "one-college" concept. Although clients see the college as one, each community college in Massachusetts has had long-standing difficulty overcoming multiple constraints and barriers to the integration of day and DCE & CS services. The MBRCC is in a position to encourage colleges to engage in incremental programming by policy changes and by manipulation of program approval

procedures, most likely at the Stage I--Intent to Plan level. Its newly-appointed coordinator of DCE & CS services could be instrumental in providing leadership toward these modifications.

The investigator is more firmly convinced, and agrees with the several findings, that major efforts must be made to focus manpower planning at the state level. Massachusetts appears to be particularly deficient in this area among the states, despite mandantes to various agencies. Further, specific provisions should be made to tailor manpower planning information to the service areas of the responsible training agencies, both public and private. Certainly the appropriate automation and technology exists to provide such information, but it remains to be delivered. When such primary data for manpower planning are available, training agencies (particularly community colleges) would be free to better employ their expertise in using secondary data to engage in concept development close to employers and clients.

Rather than building primary data collection capability, community colleges need to practice and improve concept development activities. Although the concept development stage of the marketing-based need assessment model appears simple, it may be the most demanding of the tasks in the process. It is very difficult to create imaginative and appealing programs that meet the needs of clients and employers. One is tempted to suggest staff development with expert input as a solution, but the investigator believes that experience in concept development and access to information about new approaches may be a sufficient catalyst for the half-dozen staff with interest and aptitude. Experience is easily provided with the incremental programming concept approach, and actual engagement with clients, community leaders and employers over a period of time is

one of the best kinds of local staff development effort. Concept development experience opportunities abound--every program-related problem on campus is an opportunity for a small team (2 or 3 persons) to solve the problem by developing concepts that serve the purpose. In fact, a simplified version of the need assessment model could be applied using campus personnel as resources and giving experience in its use. One of the investigator's biases is that involvement in the preparation of grant proposals is an ultimate form of staff development, forcing the participant into serious consideration of the interaction of institutional capability, client need, and the constraints of an external constituency. Concept development becomes central to reconciling the demands of these forces. Access to information on new and innovative programs is easy to organize. Most college libraries have excellent (but underutilized) periodical collections that feature the information, and various college staff members subscribe or have access to other publications. If the collection is inadequate, librarians usually welcome recommendations because they want to maximize use of scarce resources. Some community colleges have acquired the ERIC collection (as has the investigator's institution)--a rich source of documents increasingly used as an information clearinghouse by the community colleges. It is recommended that a routine be established for the wide dissemination of information about new program concepts among the faculty, administration and staff, perhaps through the systematic efforts of a group charged with that responsibility.

This college's experience with community leaders and client representatives through its occupational advisory council and various program advisory councils has demonstrated that such persons are excellent sources of program ideas and perceptive screeners of program concepts.

A useful by-product of working with advisory groups results when referrals to other leaders and employers help meet specific college needs or solve certain problems, and connections made with other educational or social agencies help achieve articulation or arrangements to prevent duplication of services. Often, members serve on similarly-constituted councils elsewhere and readily share their knowledge and experience. Nevertheless, the investigator believes that utilizing advisory groups to their full potential remains an important management problem largely because of the lack of staff time available to maintain and support the proper functioning of such groups. It must be understood that this work is of value to the institution, and commensurate resources should be provided.

There is little literature describing or evaluating marketing-based approaches in education at the community college level, although there appears to be much interest and some isolated examples of market-appeal techniques, judging from descriptions such as appear regularly in the "Ideas" section of The Chronicle of Higher Education. One area in critical need of further research is the systematic adaptation of marketing principles to the not-for-profit or service institution. Perhaps the best case studies will come from the private sector (Nova University is a good example), given their particular sensitivity to economic and market demand factors, but the public sector must become similarly sensitive to market conditions in the wake of "proposition 13" and enrollment downtrend realities--if not, more importantly, to meet the education and training needs of its owners.

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APPENDIX

Board Office Use Only
DATE:
APPROVED _____
NOT APPROVED _____
TABLED _____

INTENT TO PLAN - STAGE 1

1. Name of Institution _____ Date Submitted _____

2. Name of Program _____

Type of Program:	Degree or Award:	Length of Program:
___ Career	___ A.A.	___ One Year
___ Transfer	___ A.S.	___ Two Years
___ General Education	___ A.A.S.	___ Other _____
___ Other _____	___ Certificate	

3. Approximate number of credit hours in general education courses to be required:

_____

Approximate number of credit hours in specialized courses to be required:

_____

4. Will this be a cooperative or inter-institutional program:

___ Yes ___ No

if so, can you name the cooperating institution(s)?

_____

Is there a contractual agreement between your institution and the cooperating institution(s)?

___ Yes ___ No

5. Name other institutions within commuting distance offering similar programs:

_____

6. What type of jobs will the graduates of the program be prepared to perform?

7. To the best of your knowledge, what number of job opportunities as described in (6) are available in your service area? In the State? In the Nation? (If recent surveys have been made, state the actual numerical results and the precise source of these figures. If no reliable data is available, state your best estimate and identify it as such).

Service Area _____ State_____ Nation_____

8. Do you have evidence at this time of student interest in this program. If yes, briefly describe:

9. With what institutions, agencies, etc. do you plan to consult in the developoment of this program?

10. Are there non-state funds being applied for the support of this program?

___ Yes ___ No

Source Submission Deadline (if known)

11. What is your target date for implementation of this program?_____

12. Indicate your best present estimate concerning:

A) Enrollment Expected	B) Additional Faculty Needed
1 year_____	1 year_____
2 year_____	2 year_____

13. Do you presently anticipate substantial equipment and/or facilities costs?

Appendix B (pages 53-56) has been deleted because of poor reproducibility prior to the document's submission to the ERIC Document Reproduction Service.

Approved_____

Option* Approval
STAGE II-A

Not Approved_____

NOT TO EXCEED 5 PAGES INCLUDING ATTACHMENTS

Tabled_____

Name of Institution_____ Date Submitted_____

Name of Existing Program_____

Name of Proposed Option_____

Certificate or Degree (type)_____ Proposed Start-up Date_____

A. Program Format

1. Attach a list of the courses in the proposed program by semester. Identify the general education courses by (G) after the course, and also identify field core courses** that are common to both the existing program and to the proposed option with an (F) after the course. Identify the new courses by an asterisk before the title.

2. Attach catalog descriptions of all new courses.

3. Is the program designed to meet any certification or accreditation requirements?

B. Explain how this option relates to the Goals and Objectives of the college and to the existing program.

C. Description

Describe briefly the distinctive skills with which the option will provide the graduate. Indicate typical position titles for which the option will prepare the graduate.

D. List other institutions within commuting distance which offer the program.

E. Student interest in this option

1. Indicate the specific number of people who have expressed a definite interest in this option._____
2. Indicate the number of students that the college plans to enroll._____
3. Indicate the number of potential job opportunities for this option_____ and identify the survey or data base used to make this determination.

F. Special Arrangements

Please indicate any special arrangements regarding:
a. Inter-institutional co-operation
b. Recruitment and admission

G. Budget planned for option

YEAR:	First	Second	Third	Fourth	Fifth
Number of New Faculty					
New Faculty Costs	$				
No. of Other New Professionals					
Cost for New Non-Professionals	$				
No. New Non-Professionals					
Cost for New Non-Professionals	$				
Facilities Costs	$				
Equipment and Supplies	$				
Total	$				

(Attach any budgetary explanations as needed. These must be under 50 words.)

*An option is a sequence of courses deriving from an existing program and carrying a distinctive program title.

Board Office Use Only	
Approved	Date_____
Not Approved	Date_____
Tabled	Date_____

OPERATIONAL APPROVAL STAGE III

Name of Institution_____ Date_____

Name of Program_____

A. Plan changes since program approval

☐ None

☐ See Attachment

B. Staffing Status: No. Hired_____ No. to be Hired_____

C. Available Funds: State_____ Other_____

D. Date of Start-Up_____

NORTHERN ESSEX COMMUNITY COLLEGE

Curriculum Committee

Program Proposal Form

PART I.

1. Name of Division_____ Date Submitted_____
Date Received _____

2. Name of person preparing the proposal_____

3. Name of Program_____

Type of Proposal: ☐ New Program ☐ Option ☐ Revision
Proposed date of implementation_____ Day Division ☐ D.C.E. ☐
Other ☐ Specify:_____

Type of Program:	Degree or Award:	Length of Program:
☐ Career	☐ A.A.	☐ One Year
☐ Transfer	☐ A.S.	☐ Two Years
☐ General Education	☐ A.A.S.	☐ Other_____
☐ Other_____	☐ Certificate	

A. Description of the Program

Provide a concise general description of the educational structure of this program. Within this description indicate whether the curriculum is designed principally as a career or a transfer program and the type of degree or certificate to be awarded.

Indicate any closely related organized curricula already in existence at Northern Essex.

B. Purpose of the Program

Describe the program's objectives and expected concrete accomplishment in the first five years of its operation. Describe such program objectives insofar as possible in measurable terms. Include an exact explanation as to how this particular program moves the institution toward its long-run objectives; specific information as to transferability of the program relative to the Commonwelath Transfer Compact or other such articulation agreements.

C. Need for the Program

Describe the job market survey conducted to determine the demand for graduates or the reasons which indicated a need for revision of this program. Include a copy of that survey and the collated results.

What evidence of student interest in this program is available?

Program Proposal Form (continued)

ASSOCIATE DEGREE IN EARLY CHILDHOOD EDUCATION

1. Example

	FIRST SEMESTER	LECTURE	PRACTICUM OR LAB	CREDITS
EN4401	English Composition (G)	3		3
PS1101	Introduction to Psychology (G)	3		3
BI5233	Human Biology (G)	3		3
*CC2201	Introduction to Early Childhood Education	3		3
FA7012	Introduction to the Creative Experience (G)	3		3
*CC2311	Observation & Recording of Child Behavior		4	1
		15	4	16
	SECOND SEMESTER			
EN4402	English Composition II (G)	3		3
PS1151	Child Psychology (G)	3		3
*ED0401	Teaching Reading in Early Childhood	3		3
*CC2312	Practicum I	1	8	3
PE2293	Innovative Movement Experiences: Childhood to Adult (G)	2		2
	Natural Science Requirement (G)	3	2	3/4
		15	10	17/18
	THIRD SEMESTER			
EN8011	Speech (G)	3		3
PS2112	Problems in Early Childhood Education (G)	3		3
*CC2363	Practicum II	1	12	4
	Humanities Elective (G)	3		3
	Sociology Elective (G)	3		3
		13	12	16
	FOURTH SEMESTER			
*CC2364	Seminar in Early Childhood Education (G)	3		3
MA0500	Teaching Early Childhood Ed Math (G)	3		3
*CC2354	Practicum III	1	16	5
PE2002	First Aid & Safety (G)	3		3
	Elective (G)	3		3
		13	16	17

2. Provide course proposals for all of the new or revised courses, using the appropriate forms.

3. List the sources of curriculum information used (industry, advisory committees, other community colleges, other educational institutions and agencies, professional associations or publications, educational R & D.)

4. One lecture hour each week is required for one college credit. Two to three lab hours each week are required for one credit. A lab hour is a session conducted directly by a Northern Essex staff member. Four practicum hours each week are required for one credit. A practicum is generally supervised by a NECC staff member, but the immediate supervision is provided by a staff member of the cooperating agency.

Program Proposal Form (continued)

D. Program Design

Outline the program curriculum by course title, contact hours and credits. Please asterisk the new courses needed to implement the program. Within parentheses please indicate the courses used to meet the general educational requirement (G). For revisions and options please show the previous program and the proposed program.

4. Is the program designed to meet regional accreditation requirements?_____
Is the program designed to meet (if necessary) specialized accreditation or certification requirements for the field of training? _____

5. What evaluation procedures are being established to test and revise program design?

E. Potential Enrollment

Please indicate the number of students the institution expects to enroll in this program and the number it expects to graduate for each of the first five years of the program's operation.

F. Faculty Requirements

List the number of new faculty which will have to be hired due to this program in each of the first five years of the program's operation.

G. Similar Programs

List the other post-secondary institutions within commuting distance offering similar programs. Also state the number of students in the most recent Spring graduating class from each of these programs.

H. Special Arrangements

Describe any special arrangements which would be made for this program regarding:

1. Inter-institution or agency contracts or agreements
2. Field experiences
3. Internships
4. Student services in the following areas:
   a) recruitment of students for the program
   b) admission of students into the program
   c) counseling of students in the program
   d) placement of students upon graduation

Program Proposal Form (continued)

PART II.

A. Do you plan to reduce or eliminate any programs as this one is developed? ( ) Yes ( ) No

If the answer is yes, please indicate your plans. What will be the estimated savings to the institution as a result of these plans?

B. Please prepare a complete estimate of the additional institutional costs which would be incurred for each of the first five years of the program's operation. The cost breakdown should include both maintenance and capital cost details. It may be difficult to estimate increases in operating costs due to inflation or changes in salary levels; nevertheless, be as accurate as possible. Similarly, institutional overhead costs are difficult to allocate. However, we would appreciate receiving the best estimates available as to the probable program costs. The source of funding, by year, should be clearly indicated.

Give subtotals and grand totals.

1. New Faculty - If no new faculty are to be hired, explain how the existing faculty will cover the new courses.

2. Additional Instructional Space and Equipment

3. Additional Administrative Services.

4. New Clerical Help.

5. Additional Office Space and Equipment.

6. Other (Library, etc.)

C. List any non-state funds being applied for to support this program.

Source	Submission Deadline	Effective Date

Program Proposal Form (continued)

PART III. COMMENTS AND ACTION

Instructions

It is important that the attached proposal be considered and a recommendation written within three working days of submission to those who need to make comments prior to action by the Curriculum Committee. Time requirements after the Committee has accepted the proposal are established by the appropriate committees and the Charter of the Academic Council.

If recommendations are not received from the appropriate persons within the time specified, the proposal shall proceed for consideration by the Curriculum Committee without them. The proposal may be under consideration by more than one person in a given time period in order to expedite action.

Division Chairpersons of servicing divisions shall consult with their appropriate Department Chairpersons before making their comments, etc.

Comments

*1. Department Chairperson/Program Coordinator (Sponsoring Department)

Name Department Date

2. Division Chairperson (Sponsoring Division)
Date Submitted_____

Name Division Date

*3. Division Chairperson (Servicing Division)
Date Submitted_____

Name Division Date

Division Chairperson (Servicing Division)
Date Submitted_____

Name Division Date

Division Chairperson (Servicing Division)
Date Submitted_____

Name Division Date

Program Proposal Form (continued)

Action

4. Curriculum Committee
   Date submitted for screening _____
   Date to Committee _____

_____
Chairperson Date

5. Executive Committee
   Date submitted _____

_____
Chairperson Date

6. President of the College
   Date submitted _____

_____
Name Date

*Comments, etc., are required only when applicable. If more space is required, please add an additional page.

Comments

*Dean of the Division of Continuing Education
Date Submitted _____

_____
Name Date

Dean of the College
Date Submitted _____

_____
Name Date

NORTHERN ESSEX COMMUNITY COLLEGE OCCUPATIONAL ADVISORY COUNCIL

General

The Northern Essex Community College Occupational Advisory Council is established for the college and for its primary and secondary service areas as defined by the Massachusetts Board of Regional Community Colleges. Its establishment is pursuant to the Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482, and in particular, Sections 104.111 and 104.112 of the final regulations on Vocational Education (FR 53833, October 3, 1977).

The Northern Essex Community College Occupational Advisory Council (NECCOAC) is composed of representatives of the general public including at least a representative of business, of industry and of labor.

NECCOAC advises the college on current job needs and the relevance of programs or courses being offered in meeting current job needs. In addition, NECCOAC assists the college in developing its application for federal funds under the State Plan for Vocational Education.

Functions of the Advisory Council

NECCOAC is established to provide communication among, and general cooperation with, business, industry, labor and the general public to assure a high degree of credibility in occupational education. It advises the college on the current and anticipated community needs within its service area and its placement area with regard to occupational education.

NECCOAC:

(1) Assists in identifying the need for, and developing new educational programs

(2) Informs the college of changes occurring in the various occupations and assists in determining future trends

(3) Reviews established programs and makes recommendations for improvement including, but not limited to, the content of programs, curriculum development and revision, and the use of community resources

(4) Makes recommendations on facilities and equipment needed for effective programs

(5) Recommends standards for the selection of students for various programs

(6) Assists in the development of avenues of employment for graduates, or placement of cooperative program students, and

(7) Provides support for public information efforts about the various programs and secures the cooperation of the community

Appointment and Terms of Office

Appointments to NECCOAC are made by the President of the College. Recommendations for membership may be made by the Dean of the College, the Dean of Students, the Dean of Administration, the Dean of Continuing Education and Community Services, the Division Chairpersons, and the Director of Research and Development. These individuals will seek the advice of those within their organizational units in making their recommendations.

Northern Essex Community College Occupational Advisory Council/page 3

Membership of the Advisory Council is reviewed on an annual basis. In addition to appointed members, permanent members are the President and the Dean of the College.

Responsibility and Authority

NECCOAC is responsible to the President of the College, and has the authority to advise the President on all matters directly related to the functions listed above.

NECCOAC will meet at least once each semester at such time as determined by the President of the College.

Minutes will be maintained and distributed for every meeting of the Advisory Council.